

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Reading is one of the language skills that should be mastered by foreign language students. It plays a big role as a means of communication to achieve ideas and information. Reading is an exercise dominated by the eyes and the brain.¹ Basically someone who reads the textbook is having some reasons. It is like to enjoy reading as hobby, reading to increase the knowledge, or reading as practice. Students who learn English textbook as foreign language practiced by doing the exercise or answer the questions after they read textbook. But they need the technique or strategy to do that all. It will be easier if the students get a good guide from the teacher so.

Many students dislike reading activities. It appears from their desire as if they want to finish the exercises, but they are rather lazy when they should find the answer from the textbook. In fact, it is real that the students only think how to finish exercise part 1, then try to do in part 2, and so on. So they do not think about what the content of the textbook more.

¹Jeremy harmer,(1991), *The Practice of English Language Teaching*, New York: Long Man, P 190

A teacher is a facilitator when he teaches his students. In other words, he should serve the material for the students. Not only that but also he has to think how the students can receive this material well. The teacher should master the situation of the classroom. Besides, he should master the technique to serve the material for his students well. So the students can feel that they need to study a lot. Principally all effective teaching is asking questions (questioning) in the classroom. In the classroom, a teacher asks the question with some reason as following; to check students' understanding about teaching and learning process, to evaluate the effectiveness of teaching learning process, and then to increase high thinking.²

In reading textbook students should read and understand it individually like this way, scanning, skimming or others. That's good for academic students but it seems too hard for student exactly junior high school. So there is a technique in teaching and learning for elementary student. It is question and answer technique. Like the name so this technique is giving some questions and getting the answer. The teacher asks one or more students to open the interaction and so make stimuli for the students. Question and answer technique aims to increase students' participation.³

Here, the researcher will prove to teach reading using question and answer technique. From the teacher's question will build a student guest about the text. And then it hopes the students' answer will start to develop their knowledge. So, their answer will stay long in their mind. In the classroom yet the students should

²David A. Jacobsen, Paul Eggen, Donald Kauchak, (2009), *Methods for Teaching*, Yogyakarta; Pustaka Pelajar. P. 172

³*Ibid.*179

achieve one point from the curriculum. It means the students should achieve at linguistic functional level that students can do daily learning. So, the researcher makes a title "The Effectiveness of Question And Answer Technique on Students' Reading Achievement of SMPN 2 Prambon"

B. Problem of the Study

Based on the background of the study, the researcher wants to answer this research problem. *Do the students of SMPN 2 Prambon taught reading using question and answer technique get better achievement than those taught using non-question and answer technique?*

C. Objective of the Study

This study wants to know the effectiveness of question and answer technique on students' reading achievement of SMPN 2 Prambon.

D. Hypothesis

Based on the research problem of the study, the researcher needs the hypothesis. The hypothesis follows: *The students of SMPN 2 Prambon are taught reading using question and answer technique get better achievement than those taught using non-question and answer technique.*

E. Significance of the Study

The result of this study is expected to be useful for the English teacher, the students, and the next researcher.

For the teacher, the result of this study will serve a technique choice in English teaching especially for teaching reading on Junior High School students. This technique can also become alternative solution to solve the problem of

teaching reading. In another word, teacher can create communicative learning situation although in reading class.

For the next researcher, the writer hopes that result of this study become a reference for another researcher who has an interest in it. Certainly, the result of this study will be able to give information about the effectiveness of teaching reading using Question and answer technique.

F. Scope and Limitation of the Study

The scope in this research is teaching English reading using question answer technique. Researcher teaches narrative text. The researcher limits the subject two classes from six classes (8A-8I).

G. Definition of Key Terms

The researcher will give the definition of the key terms or key words from the title of this research. It can give some explanation when the reader wants to understand the content of this research. The words are reading comprehension, and question and answer technique.

The first term is reading achievement. Reading achievement is the value of the students after they get an assesment.

The second term is question and answer technique. Question and answer technique refers to giving some questions to get many answers from the students according to the English reading text. It is stimulus from teacher for the students before they read the text.